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ABSTRACT

The guide contains a guidance unit for career development designed to be a part of a secondary school career English course and a social studies unit of study in which the guidance counselor team-teaches with the classroom teacher. The guidance unit is designed to last three to four weeks and is composed of three basic elements: self awareness, occupational awareness, and educational awareness. The social studies component aims at providing students with a certain knowledge of themselves and their own occupational preferences and potential through a series of discussions, readings, games, exercises, tests, and analyses of occupational clusters. The English component aims at developing reading, writing, speaking, and listening skills valuable to career education. The outline format of the presentation of the three basic elements listed above is: objective, activities, and evaluation procedure. Three pages of resources list sources for occupational and college information, and a five-page appendix provides an outline for a student career experience study. (JR)

GUIDANCE CAREER UNIT

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CAREER DEVELOPMENT ACTIVITIES

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SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI

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TOPIC: G U I D A N C E C A R E E R U N I T

AREA: Guidance

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PERFORMANCE LEVEL: Secondary -
Grades 10 - 12

SCHOOL: SENIOR HIGH SCHOOL
University City, Missouri

DATE: S U M M E R - 1 9 7 4

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INTRODUCTION

Several developments in recent years have contributed to a demand for career education in the public school system. High unemployment rates in certain highly specialized and prestigious fields, shortages in many service and technical fields, and personal dissatisfaction and lack of fulfillment on the part of the multitudes of people have helped to generate changes in values and a supportive climate for career education for public school students. Governmental support as well as active campaigning by regional business organizations such as the St. Louis Regional Commerce and Growth Association in the St. Louis area have helped to place a greater value on careers once shunned by young people seeking the prestige of a college education. All of this coupled with student dissatisfaction with the traditional academic education requires that the progressive public school system becomes actively involved in career education. An evidence of this trend in University City is the overwhelming response by high school students to the Career English course offered in the spring registration.

With the apparent high student interest and the stimulus provided by the Career Education Grant, the Senior High proposes to coordinate the effort of three departments in the career education program. These departments (the Counseling department, Social Studies department, and the English department) hope to combine class work and individual counseling techniques toward the goal of helping each student involved in the program acquire a better understanding of himself, a knowledge of the world of careers and how his own talents and interest fit into the society picture, and develop skills in job seeking that will help him acquire a

desirable position. Through the career education program the student should acquire a theoretical and practical background for decision making that will lead to an appropriate, fulfilling career experience after high school. The counseling department will serve primarily as a resource for the teachers and students involved in the program. One counselor would be available on a part-time basis to assist teachers in administrating and interpreting tests designed to measure a student's interests and abilities. Additionally the counselor would provide valuable information about the employment outlook and develop an occupational awareness for the student both through direct student contact and, indirectly, by providing information and resources to the teacher involved in the program. Finally, the information gathered about the students would be made available to each student's own counselor and advisor to be used in counseling him in his high school program and past high school plans. The counselor would serve as liaison person with the counseling department and advisors to help them utilize the career information appropriately and effectively.

The social studies component would initially provide a five week unit designed to help the student gain greater knowledge of himself and his own occupational preferences and potential. Through a series of discussions, readings, games, and exercises the student will examine his values and the relationship of those values to his lifestyle. Tests will be utilized to determine occupational preferences and perceived abilities. Occupational clusters will be examined to identify career options. Following a superficial analysis the student will narrow his research to specific occupational preferences, examining the educational requisites, the economic potential, the employment prospects, and the hiring practices in the field.

Regardless of the particular occupation which a student may pursue, communication skills will prove to be a vital part of his potential to function effectively and lead a rewarding, fulfilling life. The focus of the English component in career education is on the development of reading, writing, speaking, and listening skills while acquiring knowledge for individuals to pursue units they want and in the order they choose. While requiring a minimum accomplishment to pass the course, the student is provided ample opportunity to excel in the course by choosing from a wide selection of units and packets within each unit. Activities range from tests that reveal career preferences to exercises to improve the individual's writing or speaking skills. The teacher would serve as consultant to advise the students regarding which packets would be most useful to improve skill or appeal to particular interests.

Overall, the Career Education program at the Senior High School is designed to develop self awareness in the student while cultivating an awareness of the educational implications of occupations. While career education is clearly not for everyone there seems to be a vivid interest on the part of a considerable number of students in the University City secondary schools. The concerted efforts of three major disciplines should provide a balanced, thorough approach that would be impossible through only one. Career education as perceived by this program should not restrict the student narrowing his options to either college or a particular vocation but provide him with the skills and knowledge to make a more intelligent choice from the vast array of options before him.

GENERAL CONCEPT:

The following career guidance unit is designed to be a part of two newly created courses, a Career English course and a Sociology Unit of study. The guidance unit is designed to run three or four weeks and is comprised of three basic elements.

1. Self Awareness
2. Occupational Awareness
3. Educational Awareness

All three of these elements are mandatory in a career guidance program to enable each student to gain a total and complete picture of himself so that he can make more accurate decisions concerning occupations and education. Each area will be covered briefly since many of these elements are reinforced by each of the disciplines into which this unit is meant to be a part.

This unit is designed to allow a counselor to team-teach with the classroom teacher consequently requiring the presence of the counselor in the classroom several times a week, for an hour or so within the three or four week period.

GENERAL OBJECTIVE:

1. Each student will be given a general idea of the types of activities in which he will be participating for the next few weeks.
2. Each student will be reminded that the data compiled is not meant to be "the answer" to his occupational search but will act as a pattern to help him systematically make sound decisions.
3. Each student will be introduced to a brief career vocabulary so no confusion will result in what is meant by a particular term before student completes assigned exercises and reads career material.

ACTIVITIES:

The terms to be defined are as follows:

1. Ability
2. Appreciation
3. Aptitude
4. Attitude
5. Awareness
6. Career
7. Career area or clusters
8. Career education
9. Career education center
10. Decision making
11. Job
12. Occupation
13. Skill
14. Talent
15. Vocation
16. Work

Many of these terms will have been previously covered by materials in each class. This approach might serve to not only clarify, but reinforce the importance of clearly understanding these terms in a common context.

CONTENT FORMAT

I. Self-Awareness

OBJECTIVE:

Each student will be able to organize information about himself and

systematically study his attitudes, strengths, abilities and deficiencies.

ACTIVITIES:

1. Definition of self-awareness will be arrived at with aid of the classes.
2. Components of the self-awareness factor will be discussed.
3. The Occupational Exploration Kit will be used to allow students to arrive at individual preferences.*
4. Students will be given a chance to record other factors about himself on a profile sheet asking for scholastic and extra curricular achievements.
5. Both tools of number 3 and 4 above will be compared by noticing similarities and differences.
6. Results of the following tests will be discussed.
   a. Kuder General Interest Inventory
   b. Kuder Personal Preference Test

EVALUATION PROCEDURE:

Students will begin to become aware of some of the personal traits, skills and abilities he or she possesses. This information will enable him to make further decisions and compile a better self profile.

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*To be used in some classes.

II. Occupational Awareness

OBJECTIVE:

Each student will be able to identify the many occupational opportunities available and through occupational research, the student will be able to more clearly understand and relate to several occupational areas.

ACTIVITIES:

1. The relationship of school subject areas to occupations will be carefully received.
2. The Career Cluster of 15 areas will be introduced and discussed. The 15 areas are as follows:
   a. Health
   b. Environmental Control
   c. Manufacturing
   d. Transportation
   e. Communication and Media
   f. Construction
   g. Marketing and Distribution
   h. Business and Office
   i. Marine Service
   j. Public Services
   k. Personal Services
   l. Hospitality and Recreation
   m. Fine Arts and Humanities
   n. Consumer and Home-Making
   o. Agriculture-Business and Natural Resources

3. Students will be asked to study and complete the Self-Directed Search Booklet. This booklet explores personal likes and dislikes, competencies, various occupations and a self estimate area which includes: mechanical abilities, scientific, artistic, teaching, sales, and clerical ability.
4. Results of the exercise will be reviewed and compared with the students initial job choices.
5. The ASVAB - at mid-semester, the Armed Services Vocational Aptitude Battery will be administered, scored and interpreted by armed service personnel. This tool will indicate whether a student has high or low aptitude in the following areas:
   a. Electronics
   b. General Mechanical
   c. Motor Mechanical
   d. Clerical Administrative
   e. General Technical
6. It is hoped that at this point students will be able to narrow down occupational choices to several general areas that he would like to explore further.
7. Students will be asked to do research on education needed, on each particular occupation chosen using several tools:
   a. SRA Research Kit
   b. D.O.T. - Dictionary of Occupational Titles
   c. D.O.T. File
   d. Occupational Outlook Handbook

e. Encyclopedia of Careers and Vocational Guidance

f. Data Sheet or which to compile uniform information (see appendix pages 11-15).

EVALUATION PROCEDURE:

Students will be able to explore in depth their abilities and deficiencies and be able to narrow down occupational areas based on their strengths.

III. Educational Awareness

OBJECTIVE:

Student will be able to examine possible available options beyond the high school level and note the education or experiences required to qualify for those positions.

ACTIVITIES:

Students will be asked to help compile a list of alternatives which will hopefully cover the following:

a. On the job training

b. Apprenticeship programs

c. Public and private vocational schools

d. Technical institutes

e. Community colleges

f. Colleges

g. Armed forces

h. Other agencies (Job Corps, etc.)

Students can do one of several things:

a. Visit-on-location

b. Invite guest speakers to the classroom

c. Visit career fairs (R.I.D.C.)

d. Participate in career days

e. Participate in college days

f. Visit the C.O.E. department

g. Plan to work and observe on "location" for at least a half day. This activity must be approved by the instructor before the student will be allowed to participate.

Students will be encouraged to do further research by utilizing information on research materials and research areas.

a. A list of reference materials will be made available including books, movies, and filmstrips.

b. Libraries, agencies, and companies will be made available for further research.

EVALUATION PROCEDURE:

Students will be able to systematically research needed information about chosen career options after having completed some of the above exercises.

CLOSING STATEMENT:

After having explored careers in depth students will be able to relate course matter to career areas as well as to clearly comprehend the correlation between the two areas.

After students have completed this unit, many will probably still be baffled as far as an occupational decision is concerned. This unit is basically a tool to guide students in a systematic and thorough research project; not necessarily designed at this particular point in time to pinpoint a specific career for each student.

Students will also discover that careful planning for the future is most important and flexibility in career areas is a must for survival in the world of work (see appendix pages 11-15).

RESOURCES

OCCUPATIONAL INFORMATION

1. Missouri Veterans Education Directory, State Department of Education, Jefferson City, Missouri lists educational institutions approved for education of veterans - includes Barber Schools, Business Colleges, Pilot, Farm Training, etc.
2. Allied Health Education Program for 1974, Health Delivery System, St. Louis, Missouri lists most occupations in medical field under each heading list, personal qualifications, education and future prospects.
3. Community Resources Directory (Health Education), St. Louis Health Department and St. Louis County Health Department, St. Louis, Missouri lists local official and voluntary health agencies and health education resources at state level; it also lists objectives each agency and health education materials and services available.
4. Health Careers: St. Louis Society for Medical and Scientific Education, St. Louis, Missouri.

5. Directory of Accredited Private Trade Technical Schools: National Association of Trade, and Technical Schools, Washington, D.C.
6. Occupational Outlook Handbook: U.S. Department of Labor, Bureau of Labor Statistics.
7. Occupational File - Housed in Guidance Office.
8. Guide to Career Information: Career Information Service, New York Life Insurance Company, Harper and Brothers, New York; Sources of Occupational Information, Department of Education, Missouri (list of placesto write for pamphlets and further information).
9. Occupational Outlook for College Graduates: U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.
10. Career Opportunities: (A series of books dealing with broad occupational areas) Ferguson, Doubleday and Company lists type of work, qualification, education necessary, advancement possibilities, license or certification earning future.
11. Encyclopedia of Careers and Vocational Guidance.
12. Life Career Game.

COLLEGE INFORMATION

1. American Universities and Colleges: Singletary, Ottis American Council on Education, Washington, D.C.
2. The College Handbook: College Entrance Examination Board, New York.
3. Guide to Basic Grants: Department of Health, Education and Welfare, Washington, D.C.
4. Where the Colleges Rank: College Rater Inc., Allentown, Pennsylvania.

5. The College Handbook: Dillenbeck and Wetzel, College Entrance Examination Board, New York.
6. Major Field of Study: Chronicle Guidance Publications, New York.
7. American Universities and Colleges: Furniss, W. Todd American Council on Education, Washington, D.C.
8. Lovejoys College Guide: Lovejoy, Clarence, Simon and Schuster, New York.
9. Barrons Profiles of American Colleges: Barron's Educational Series, New York.
10. Pattersons Colleges Classified.
11. College Catalogs.

APPENDIX

UNIVERSITY CITY SENIOR HIGH SCHOOL

Outline for Career Experience Study

This is a form to help you to better evaluate an occupation in which you are interested. Answer the questions carefully. Where necessary, make use of the occupational library. In all cases make your information as accurate as possible. Some questions may not apply to the occupation you are considering. If so, please leave them blank.

Job Title:

Introduction

Give a brief description of the job.

Future Prospects

Will demand for workers increase or decrease?_____

Where will the increase be if any?_____

When will the increase end?_____

Where will the decrease be if any?_____

When will the decrease end?_____

What will cause the increase or decrease?_____

Nature of Work

Is the work primarily phys[illegible] mental?_____

Is the work outside or in[illegible]_____

Describe as briefly as possible some of the activities._____

Qualifications

What is the lower age limit for entrance?_____

What is the maximum age for retirement?_____

What is the minimum weight?_____Height?_____

What is the maximum weight?_____Height?_____

Are there any other physical requirements?_____

What are they:

What is the minimum amount of education required?_____

What school subjects are needed for training in this occupation?

Have you had these?_____

Did you have difficulty with any of these subjects?_____

Must the worker supply any tools or equipment?_____

If so, how much does it cost?_____

Is union membership mandatory?_____

If so, what are the requirements for union membership?_____

What are the initiation fees?_____

What are the dues?_____

Is union membership limited?_____

Are there members of certain minority or religious groups that are not at present employed in this occupation?_____

Which minority religious groups?_____

How much experience is required for entrance in this job?

How can it be obtained?

Occupational Characteristics

Is there a possibility for advancement?_____

What position do people usually advance to?_____

What is the salary of the average worker?_____

(State whether hour; week, month or year)_____

What is the lowest salary?_____

What is the highest salary?_____

What is the average beginning wage?_____

What wage would you expect as a beginner?_____

Is there any pay other than the salary?_____

Are the average salaries higher or lower in the area where you plan to work?

_____

How many workers are presently employed in the occupation?_____

Men?_____Women?_____

Are there any large concentrations of workers?_____

Source of your figures:

Is there any area of the country where few of the workers are found?_____

_____Where:_____

Is the work mostly in small towns or in large cities?_____

List some of the things workers say they like best about their job:

List the things they dislike about their jobs?

How many hours does the average worker work?

per day_____per week_____per year_____

Is there frequent overtime, night, Sunday, holiday work?_____

Are there paid vacations?_____How often?_____

How long?_____

Is the employment steady, seasonal or irregular?_____

Is there danger of accidents?_____What type of accidents?

Is there occupational disease?_____What type of disease?

_____

Make a list of related occupations you might like to enter if you could not enter this one:

List professional associations or other organizations where you might get further information:

Summary

List the things you would do in this occupation that you think you could do well and would enjoy doing.